

# 10



## Grade 10 Social Studies Bear River Massacre: Utah Studies & History

(John Perego, PH.D. – Salish-Kootenai and Patty Timbimboo-Madsen – Northwestern Band of Shoshone)

**Standard 1:** Students will understand the interaction between Utah’s geography and its inhabitants.

**Objective 1:** Investigate the relationship between physical geography and Utah’s settlement, land use, and economy.  
c. Compare and contrast the relationship between physical features and regions to settlement, land use, and the economy.

**Standard 2:** Students will understand the contributions of Native American Indians, explorers, and Utah’s pioneers.

**Objective 1:** Examine the contributions of Native American Indians to the culture of Utah.  
b. Examine the interrelationship between each culture and its environment.  
c. Investigate spiritual, artistic, architectural, and oral traditions of Utah’s Native American Indians; e.g., languages, storytelling, songs pottery, basketry, weaving, beadwork, and dwellings.

**Objective 2:** Investigate the importance of explorers to Utah’s settlement.  
a. Explain the contributions of the Spanish, mountain men, government, and scientific explorers.  
b. Identify other explorers who contributed to our understanding of Utah.

**Objective 3:** Describe the significance of pioneers in Utah history.  
a. Explain the reasons for the Mormon migration to Utah.  
b. Explore the pattern of Mormon settlement throughout the West.  
c. Investigate the contributions of Utah’s “new pioneers”, i.e., ethnic/multicultural/religious/scientific/technological groups.

### **Desired Outcome:**

Students will learn about a massacre that changed or greatly influenced the continuation of that tribe of Shoshone.

**Essential Question 1:** Why was it necessary for this tribe of Shoshone to be eliminated in order to protect the telegraph lines?

**Background:**

The Shoshone have been known by many different names. The Shoshone were probably named by trapped who originally called them “The Snake Tribe” which developed into the Shoshone. The name that they call themselves is “Newe”.

A little known massacre, the Bear River Massacre, took place at the northern tip of Utah and at the southern edge of Idaho at what is now called Preston, ID. The massacre is known by the names of the Bear River Massacre or the Battle of Bear River. This massacre was led by Colonel Connor who led the California volunteers or militia into a traditional Shoshone encampment and slaughtered about 450 people-including women, children and old people. This slaughter was premeditated, and received tacit support of the U. S. Government.

**Assessment Evidence:**

- Explore the possible reasoning behind sending in California militia and not the regular U. S. Army to “protect” the telegraph lines, the Oregon Trail, and settlers in Cache Valley and those moving westward.
- What is the current impact of the massacre for the Northwestern Band of the Shoshone?
- Explore a teacher facilitated discussion on different ways the massacre could have been handled. In other words-what actions could have been taken by the U. S. Government and the Mormon Church that would have achieved the goals of sharing land and resources?
- Differentiate between a battle and a massacre. What are characteristics of both, how do they differ?
- Students will develop timelines of events that led up to the Bear River Massacre, including those events of National significance and locally, the significant events of settlement by the Mormon Church.
- Students will research in learning teams the names of Indian leaders and their contributions to the Northwestern Band of the Shoshone and the different Bands of the Shoshone from 1843-1883.
- What are some of the reasons that this Massacre has been overlooked although it was one of the largest Indian massacres to take place in the 1800’s?
- Use a current member of the Northwestern Band of Shoshone to come to the classroom and talk about the long lasting effects of that massacre. Most of the members of the current Northwestern Band of Shoshone are direct descendants of

survivors of the massacre and have great oral knowledge of the resiliency of the survivors and how they maintained their culture, language and tribe.

**Learning Strategies:** Using some of the assessment items use some or all of the following,

- Group work
- Compare/Contrast
- Vocabulary Worksheets
- Research issues facing the Northwestern Band of the Shoshone today.
- Explore the present impact of the massacre for the Northwestern Band of the Shoshone.
- Write a brief position paper and support your position (2 pages maximum)

**Resources:**

<http://www.nwbshoshone-nsn.gov/culture/history/massacre.htm>

<http://www.lastoftheindependents.com/bearriver.htm>

[http://en.wikipedia.org/wiki/Bear\\_River\\_Massacre](http://en.wikipedia.org/wiki/Bear_River_Massacre)

[http://historytogo.utah.gov/utah\\_chapters/american\\_indians/shoshoniindians.html](http://historytogo.utah.gov/utah_chapters/american_indians/shoshoniindians.html)

<http://historytogo.utah.gov/lessons/americanindians.html>

<http://www.answers.com/topic/bear-river-massacre>

<http://www.answers.com/topic/shoshone>

<http://www.answers.com/topic/bear-hunter>

<http://www.answers.com/topic/washington-territory>

[http://everything2.com/index.pl?node\\_id=1474404](http://everything2.com/index.pl?node_id=1474404)

<http://www.aaanativearts.com/article287.html>

**Books:**

The *Shoshoni Frontier and the Bear River Massacre. Volume 1* in the Utah Centennial Series. Madsen, B. D. (1985). Salt Lake City: University of Utah Press.

*Bear River Massacre.* Hart, Newell. (1983)The Citizen Newspaper. ISBN:  
0941402-01-3

*Washakie: Chief of the Shoshones* Hebard, G. R. (1995).. Lincoln, NB: University  
of Nebraska Press.

**Video Resources:**

*The Northwestern Band of the Shoshone Nation.* A DVD available from the Northwestern  
Band of the Shoshone. Contact Patty Timbimboo, Northwestern Band of the  
Shoshone-Education Programs, 707 N Main, Brigham City, Utah 84302; Phone  
Number is (800) 310-8241. Also available in eMedia in the Pioneer Library at  
<http://pioneer.uen.org/k12/index.jsp>.